

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF & English 1AS, Stretch English I and II
Section 08 Fall 2019 & Spring 2020

Instructor:	Kristin FitzPatrick-Ezell
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Office Hours:	Tuesdays 11:00 a.m.-1:00 p.m., and by appointment
Class Days/Time:	Section 08: Monday/Wednesday 10:30-11:45 a.m. (This is the course day and time for the full year.)
Classroom:	Clark Hall (CL) 238
Prerequisites:	The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
GE/SJSU Studies Category:	English 1AS satisfies Written Communication I, GE Area A2. To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.
The Stretch Calendar	Stretch I and II span the fall and spring terms: the fall and spring course are both required to complete the A2 coursework. Plan to sign up in spring for the same section (time, day, instructor) in order to complete the course of study as expected within your first year of study at SJSU.
The A2 Milestone for Progress to Degree	The California State University system and SJSU expect all students to have completed their A2 requirement within the year. They have committed to make available courses and support to help all students achieve this milestone. Please work with me and all recommended support staff to achieve this milestone successfully.

What We Will Explore: 21st Century Literacies for Global Citizenship:

"The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter."--Thomas Jefferson

Jefferson and other founding fathers spoke about the value of informed citizenship and warned of problems that could develop without adequate and equitable access to information.

Unlike in Jefferson’s time, we now live with nearly instant reporting of world events from countless sources. We consume large amounts of information every day, but how much of this reporting is accurate, balanced, and fully representative of the facts and voices of the people involved?

As citizens of the twenty-first century, what are we to do with all of this news? How can we ask the right questions about what we read? How can we take the lessons we learn from the actions of others and apply them to our everyday lives?

Together we will explore the ways that we as global citizens “join in the conversation” through reading and writing, to observe where in our communities do we experience or witness civic engagement, and determine whether (or not) the current platforms available serve to effectively engage users of those platforms and allow for civil discourse.

SJSU studies include an emphasis on diversity. I chose *The New York Times* as the main text for our reading precisely because you will find and engage in these pages a full range of voices in our democratic conversation on global issues.

GE Learning Outcomes (GELO)

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

Upon successful completion of this GE course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch Program Syllabus:

http://www.sjsu.edu/english/currentstudents/syllabi/2018_spring/ENGL1AF_1AS_Stretch_Program_Syllabus_2017-18.pdf

Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment	Estimated Word Count	Assignment Type	Term	GE Learning Objective
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Critical reading/reflection (CRR)	CRR Essay 1 CRR Essay 2 CRR Essay 3	2100	in-class writing	F F S	GELO 1, 2, 3, 4, 5
Data-driven analyses	Personal Essay Interview Project Ethnography Project	2800	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Public Forum Essay Profile Essay Critical Essay	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear Final	1750	in-class writing out of class writing	F S	GELO 1, 2, 3, 4, 5

Table 1: Summary of Writing Assignments for Stretch English I and II.

How to Prepare for Class Sessions:

This year we will collaborate to answer the question: What is the relationship between 21st century literacies and democratic engagement as citizens in a global world? Our explorations of that question will involve a lot of reading, writing, analyzing, critiquing, and revising. Each day we will have in-class writing exercises, group work, peer review, presentations, and more activities that all build toward the current essay assignment or project.

Please save all class work (whether written in class or out of class) both on Canvas AND in at least one other place that does not require Internet access to retrieve it (on a laptop, disk, etc.). Laptops are available for checkout in the library.

Where to Find Course Materials:

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on the Canvas learning management system course website. You are responsible to check the messaging system through MyJSU to learn of any updates to our schedule.

Where to Purchase the Texts You Need

1. The following book is available as a trade paperback. You can buy it in the bookstore or order it on Amazon. It is also available at some public libraries.

Aguilar, Rose. *Red Highways: A Liberal's Journey Into the Heartland*

Publisher: Routledge; 1 edition (October 23, 2008)

ISBN-10: 0979482275

ISBN-13: 978-0979482274

Price: \$12.78 (used) on Amazon

Although we will begin reading Aguilar's book this term, over January you will read the book in full.

2. Subscription to *The New York Times* (International)

How do I subscribe to the *New York Times*?

Together we are embarking on an exploration of the role reading and writing play in being a global citizen pursuing democratic action. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing.

You will need to purchase a digital version of *The New York Times* for the full year (\$1.00 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription:

<https://www.nytimes.com/subscriptions/edu/lp8LQFK.html?mcubz=1>

Other Readings

Other readings (newspaper articles, public speeches, and scholarly articles) on 21st century literacy and democracy are located on Canvas. These shared readings will help us to develop a shared context of reading to inform our arguments. Some readings will be available as PDF documents that you may download from **Files** on our Canvas site. Others I will also provide links to readings that can be found online.

Other Materials You Will Need to Bring to Class:

- laptop (can be checked out in library)
- a folder to keep all coursework together
- notebook
- pens/pencils/highlighters
- printed drafts of assignments, *when required* (not every assignment)

What Kind of Work Will We Do In This Course?

The Core Stretch Curriculum Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

Midyear and Year-End Self-Reflection and Portfolio Review

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

Our Daily Learning Activities

The schedule of reading and writing assignments at the end of this syllabus breaks this work down into daily activities you will engage both in and out of class. Most of this work will be completed in Canvas.

The Time You Will Spend on This Work

In a 3-unit course, you should plan to spend **a minimum** of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes preparing for class, participating in course activities, completing assignments, and so on. University Policy S12-3 states that:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

You may find that in order to support your success with the course assignments, you need to put in additional time. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need.

Where Can I Go to Get Support as a Writer at SJSU?

Part of becoming a successful writer is learning how and when to seek the support you need.

SJSU Peer Connections

Peer Connections offers course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

How Will My Work Be Assessed and Graded in This Course?

My feedback on your work is intended to guide you both during your revision process and your entire writing process with future assignments. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

Please note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” For more details, see University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf>

Feedback for Individual Assignments

We will both assess how effectively your finished writing is achieving the goals outlined for the course. This part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

Scoring Guide: For each assignment, you will be given a scoring guide that details how the assignment will be evaluated and scored. Typically, the assignment will be evaluated both as a process completed and as a product of that process. As your writing coach, I will make notes for revision on the scoring guide.

Cover Sheet/Author’s Note: When you submit your work for my evaluation, you will write a cover sheet that accounts for the learning you have achieved through this process. These cover sheets will help you to practice self-reflection as a writer, and they will prepare you to write the midyear and final self-reflection essays.

How Assignments Are Weighted to Determine Grades

Fall 2019: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Item Assignment	% of Course Grade	Points	Word Count*	Type of
Critical Reading/Reflection 1	3%	30	600	in-class
Personal Essay	5%	50	1000	out of class
NYT Blog	5%	50	1000	out of class
Blog reflection	2%	20	500	out of class
Critical Reading/Reflection 2	3%	30	750	in-class
Self-Reflection/Midyear Portfolio	8%	80	750	in-class
In-Class activities	4%	40	N/A	in-class
Canvas Discussion Boards	10%	100	N/A	N/A

Fall Total

[40%]

Spring 2020: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

Item Assignment	% of Course Grade	Points	Word Count*	Type of
Interview Transcript	3%	30	1000	out of class
Profile Essay	6%	60	1000	out of class
Reflection on Profile Essay	5%	50	750	out of class
Ethnography Project & Reflection	8%	80	500	out of class
Critical Reading/Reflection 3	3%	30	750	in-class
Critical Essay	10%	100	1200	out of class
Self-Reflection/Final Portfolio	15%	150	1000	out of class
Canvas Discussion Boards	10%	100	N/A	N/A

Spring Total

[60%]

Word Count/ Fall and Spring: 10,000 approximately

Table 2: Grade Distribution in the Yearlong Stretch

How Will My Grade Be Calculated?

In Stretch English, your course grade is based on the grades you earn on the work you produce through both semesters. Final grades will adhere to this grading scale:

A = 93-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
			F = 0%-59.9%

Where Can I Find Information about University Policies?

The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You will find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Where Can I Find Information about Earning A2 Credit and Clearing Remediation?

The Stretch program syllabus is located in our Canvas files and on the Department website: http://www.sjsu.edu/english/currentstudents/syllabi/2018_spring/ENGL1AF_1AS_Stretch_Program_Syllabus_2017-18.pdf

In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English.

Schedule of Reading & Writing in Stretch English for Fall 2018 & Spring 2019

This schedule is subject to change

The schedule below is intended to provide us all an overview of the work in this class. While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule will be adjusted in Canvas as we work together this year to develop your writing. I will publish an updated schedule with each new writing assignment sheet. All updates will also be on our Canvas homepage, which I will revise as needed.

Our Yearlong Inquiry: Exploring 21st Centuries Literacies and Global Citizenship

Inquiry 1: How Do We Engage Public Dialogue as Private Citizens?

Week	Date	Do Before Class	What We Will Do In Class
1	W 8/21	Read: The Syllabus Bring to class: Laptop or other device (phone?), Two questions about the syllabus (You can check out a laptop from the library)	Discuss: Introductions to course and classmates Activity: What does it mean to be a global citizen?
2	M 8/26	Read: Stories from the International edition of the <i>NYT</i> Turn in on Canvas: Find a title that caught your eye and explain how/why it caught you; <i>Reflection on College Writing</i> essay Bring to Class: Printed copy of your Reflection on College Writing	Discuss: NYT stories. Why do citizens read news? What does this reading reveal about what we value as citizens? Activity: Literacy Background Survey Activity: Create Your Class Contract Activity: Choosing Stories and Topics
2	W 8/28	Read: NYT stories and “Beyond Borders: What It Means to Be a Global Citizen” Discuss: reading NYT (and new/unfamiliar vocabulary) Turn in on Canvas: annotation of “Beyond Borders”	Discuss: “Beyond Borders” Activity: Reading workshop
3	M 9/2	Labor Day – no class No assignments due	Labor Day – no class
3	W 9/4	Read: Ballenger, "Reading as Inquiry" Turn in on Canvas: annotation of "Reading as Inquiry"	Discuss: strategies for asking/sharing Activity: Ballenger as Jig Saw Puzzle

			Activity: Start Setting Up your E-portfolio
4	M 9/9	Read: CRR 1 (Critical Reading and Reflection Essay #1) and stories from International NYT front page Read and annotate: “Few Read, Many Twitter” Turn in on Canvas: annotation of “Few Read, Many Twitter”	Discuss: strategies for asking/sharing Activity: KWL with potential topics
4	W 9/11	Read: NYT stories Turn in on Canvas: double-entry journal on the KWL+ articles for your chosen NYT	Activity: Double-entry journal pages for your story (see sample from Ballenger) Activity: Workshop a thesis for your CRR1.
5	M 9/16	Read: stories from the front page of <i>NYT</i> , handouts on correctness, sentence style Discuss: Sentences in NYT Turn in on Canvas: Reading Response to NYT stories	Discuss: Language as interaction Activity: Begin rehearsing sentences for CRR 1
5	W 9/18	Read: Ballenger, “Writing as Inquiry” Turn in on Canvas: annotation of Ballenger pages and KWL+ of your NYT story and double-entry journals	Activity: Workshop on rehearsing evidence for your essay in paragraphs
6	M 9/23	Prepare for 75-minute drafting experiment: organize your prewriting and prepare an outline and/or sketch. Submit: You will submit to Canvas in class this prewriting and the draft you write (Critical Reading and Reflection Essay #1).	Test your prewriting plan Bring to class: your annotated story, your KWL+, your double-entry journal, your outline, to be submitted with your draft. Activity: Critical Reading/Reflection Essay 1: write in class.
6	W 9/25	Read: “Just Write What Happened” by William F. Woo (on Canvas) Turn in on Canvas: Reflection on CRR1. Turn in on Canvas: annotation of Woo pages	Explore a new genre of writing: personal essay Activity: Develop a writing process

			inventory/plan for personal essay.
7	M 9/30	Read: NYT stories Turn in on Canvas: idea/prewriting for personal essay Bring to class: an image that speaks your own story	Activity: Peer review/idea development for your essay with your writing group
7	W 10/2	Read: “Weaving Story” Turn in on Canvas: annotation of “Weaving Story” and sketch for your essay	Discuss: “Weaving Story” Activity: Use an image as a way in to your story
8	M 10/7	Read: continue reading your story and stories from the front page of NYT Turn in on Canvas: first draft of personal essay due	Activity: A sentence composing exercise to frame details and to generate details in narrative writing
8	W 10/9	Read: your writing group’s drafts Turn in on Canvas: your draft, annotations of your writing group’s drafts	Activity: Peer review and in-class revising of personal essay
9	M 10/14	Read: “Patterns of Punctuation” (on Canvas) Turn in on Canvas: Revise selected sentences from your draft Bring to class: a new draft that incorporates the suggestions from the workshop on October 9.	Activity: A sentence reading and editing workshop.
9	W 10/16	Read: <i>Pew Demographics in Canvas Discussion.</i> Read: At least 3 Op-Eds relevant to your NYT story. Turn in on Canvas: letter back to author of one Op-Ed	Discuss: Who reads NYT? (Audience) Activity: Share an Op-Ed and letter with your group
10	M 10/21	Read: Opinion pages <i>NYT</i> and “Democracy Matters Are Frightening In Our Time,” Part 1 (pages 1-10) by Cornel West. Turn in on Canvas: annotation of West pages and note about their connection to recent NYT stories	Discuss genre: opinion pages and West concepts present in NYT articles
10	W 10/23	Read: “Democracy Matters Are Frightening In Our Time,” Part 2 (pages 11-23) by Cornel West, handout on using sources Turn in on Canvas: annotation of West pages, prewriting/plan for blog	Activity: Choosing topics and sources for blog

11	M 10/28	Read: Opinion pages <i>NYT</i> . Read: <i>Writer's Help 2.0</i> or <i>OWL Purdue</i> on clauses Discuss: Sentences in <i>NYT</i> (using conjunctions). Turn in on Canvas: first draft of blog	Peer review
11	W 10/30	Read: peers' drafts of blog Turn in on Canvas: comments on peers' drafts	Peer Review of blog
12	M 11/4	Read: peers' drafts of blog Turn in on Canvas: comments on peers' drafts	An Editing-Draft Workshop: A workshop to refine your editing practices

Inquiry 2: Where Do We See Models of Active Citizenship in Our Communities?

12	11/6	Bring blog draft	In-class revising of blog
13	11/11	No Class meeting – Veteran's Day Holiday	No Class meeting – Veteran's Day Holiday
13	11/13	Discuss: Reflect on Your Blog. Turn in on Canvas: final draft of blog with all exercises, peer-reviewed draft and editing draft	Discuss: How to open a new line of inquiry as we reflect on where we have been for 13 weeks Discuss: CRR 2 Activity: pre-reading for Whitehead article
14	11/18	Read: CRR 2 prompt and "Why Local Newspapers Are the Basis for Democracy" by John W. Whitehead. Turn in on Canvas: an annotated copy of the reading and a double-entry journal for it	Activity: draft a sketch/outline for CRR 2
14	11/20	Prepare to write in-class CRR 2 essay	Write CRR 2 essay
15	11/25	Read: Midyear Reflection, Portfolio Assignment, and "A First Reflection on Your Writing Process" (Ballenger, pages 16-33) Turn in on Canvas: Editing Journal	Discuss: the role of reflection in developing ourselves as writers Activity: Inventory of learning objectives and assignments for midyear reflection and portfolio assignment. Activity: inventory of process strategies. Activity: Set up e-portfolio
15	11/27	No class – Non-instructional Day	No class – Non-instructional Day
16	12/2	Turn in on Canvas: first draft of portfolio and reflection	Activity: Workshop/peer review of portfolio Activity: In-class revising
16	12/9	Turn in on Canvas: Turn in Midyear Portfolio and Reflection (in class)	Activity: Submit the e-Portfolio for midyear assessment Activity: Write self-reflection essay

Final Exam	Thurs 12/12 9:45-12:00	No assignment due	Activity: Discuss Readings for Winter Break, Discuss Interview Assignment, Preparing for Your Interview Assignment, Conducting an Interview Worksheet, Preview Aguilar's <i>Red Highways</i>
Winter Break	12/10-1/26	Over January, you will be reading Rose Aguilar's book, <i>Red Highways</i> . On a weekly basis you will post comments to our Canvas Discussion boards in response to this reading. (Posts will be calculated in the grade for the Spring semester.) You will also get started on your interviews for your Profile Essays.	Post to Discussions about <i>Red Highways</i>
Spring 2020			
Week	Date	What You Do Out of Class, BEFORE Class	What We Are Doing In Class
1	1/27	Read <i>Red Highways</i> during holiday break Discuss mid-year reflections, set up conferences Read: Pope Francis address Turn in on Canvas: annotation of Francis address and Reading response about an interesting person profiled in <i>Red Highways</i>	Connect people in <i>Red Highways</i> interviews with citizen leaders in our communities and Pope Francis's ideas about global citizenship
1	1/29	Read: Obama State of the Union Address, NYT profiles, and other readings about conducting and using interviews Turn in on Canvas: annotation of readings, plan for interview (draft of question list, goals)	Connect State of the Union ideas to leadership in <i>Red Highways</i> and Pope Francis ideas
2	2/3	Interview: a citizen leader in your community Turn in on Canvas: transcript of your interview with one citizen in your community from whom we might learn something about what it means to be a citizen leader or to engage citizenship actively	Share interview highlights In-class prewriting of profile essay

2	2/5	<p>Read: excerpt from Ballenger, “Writing a Profile”</p> <p>Revisit/reread: West and Aguilar</p> <p>Turn in on Canvas: prewriting for profile essay</p> <p>Turn in on Canvas: list of concepts/threats to democracy/models of active citizenship in West and Aguilar readings that are relevant to your profile essay</p>	<p>Discuss: genre of profile writing (turning your interview into a profile)</p> <p>Watch brief video clips of active citizenship in Texas (Dallas and Escobares)</p> <p>Activity: Put Your Interviewee in Conversation with Cornel West and Rose Aguilar</p> <p>In-class exercise: (incorporate West and Aguilar into your profile essay plan)</p>
3	2/10	<p>Reread/revisit: selected chapters in <i>Red Highways</i> as individual profiles</p> <p>Turn in on Canvas: reflection on Aguilar’s use of interviews to profile at least one person</p> <p>Turn in on Canvas: first draft of Profile Essay</p>	<p>Peer review of profile essays</p> <p>Watch brief video clips of active citizenship in Mississippi and Oklahoma (“Believe It!” and “Another Chance”)</p>
3	2/12	<p>Read: peers’ essay drafts</p> <p>Turn in on Canvas: comments on essay drafts you were assigned to read and annotate</p>	Peer review/editing groups
4	2/17	<p>Read: peers’ essay drafts</p> <p>Turn in on Canvas: comments on essay drafts you were assigned to read and annotate</p>	Peer review/editing groups
4	2/19	<p>Read: peers’ essay drafts</p> <p>Turn in on Canvas: comments on essay drafts you were assigned to read and annotate</p>	Peer review and in-class revising of profile essay

Inquiry 3: What platforms for public discourse are available to us as active citizens?

5	2/24	<p>Read: peers’ essay drafts</p> <p>Turn in on Canvas: comments on essay drafts you were assigned to read and annotate</p> <p>Turn in on Canvas: Final draft of Profile Essay with previous drafts and prewriting</p>	<p>Discuss: public discourse and projects in module 3</p>
5	2/26	<p>Read: NYT articles relating to active citizenship</p> <p>Turn in on Canvas: Reading Response about NYT articles and</p>	<p>Discuss: How does digital text serve us as active citizens?</p> <p>Activity: Help your team brainstorm what sorts of new possibilities and problems</p>

		your definition of active citizenship	multimedia platforms pose for the average citizen looking to become active in the world?
6	3/2	Turn in on Canvas: prewriting for CRR 3	In class: explore ways for citizens to engage in active public discourse (small and large groups)
6	3/4	Reread/revisit: any previously assigned readings related to your CRR 3 topic Prepare to write CRR 3 in class	In class: write CRR 3
7	3/9	Read: Excerpt from Ballenger, “Ethnographic Essay” Turn in on Canvas: annotation of Ballenger pages Turn in on Canvas: Reflection on CRR 3	Discuss: Ethnography project and explore some ways that social media platforms serve the needs of the active citizens
7	3/11	Turn in on Canvas (Discussion): Analysis of NYT Comments	Activity: Preparing for your Ethnography Project
8	3/16	Turn in on Canvas (Discussion): Share a NYT story	Activity: Research and Analysis for your Ethnography Project
8	3/18	Turn in on Canvas: list of social media platforms (and a few of their standards and practices) that you will explore in your Ethnography project	Activity: Work on Ethnography projects with group (Getting Organized and Framing Research)
9	3/23	Read: Excerpt from Ballenger: “Re-Genre: Repurposing Your Writing for Multimedia Genres” Turn in on Canvas: annotation of Ballenger pages and note about how you will use some of it in your project	Activity: Working with multimodal texts Activity: Work on presentations with group
9	3/25	Read: Discussion (Sentence Study - Parallelism) Turn in on Canvas: First draft of Ethnography Project (Slides/script/storyboard/mock-up)	Activity: Work on Ethnography Project Presentation
10	3/30	No class meeting or assignments due – spring recess	No class meeting or assignments due – spring recess
10	4/1	No class meeting or assignments due – spring recess	No class meeting or assignments due – spring recess

11	4/6	Due on Canvas and in class: Ethnography Project (uploaded group presentation)	In-Class Activity: Ethnography Project Presentations, Group Reviews
11	4/8	Read: “Backpacks vs. Briefcases” by Laura Bolin Carroll Turn in on Canvas (Discussion): reflect on Ethnography Project Turn in on Canvas: annotation of Carroll article	Discuss: critical essay assignment Activity: use Carroll concepts to find topic/begin prewriting for critical essay
12	4/13	Read: “New Literacies for a Digital Citizenship” by Eylem and Ali Simsek Turn in on Canvas: annotation of Simsek article, Reading Self-Assessment Survey	Discuss: Which digital platforms give us the information and tools and forums we need to be the active citizens we want to become? Activity: Statement about your most valuable reading experiences with NYT this year
12	4/15	Read: “The News In My Backyard” Turn in on Canvas: response to article and list of evidence you might include in your essay	Discuss: integrating evidence into your critical essay Activity: Integrating Evidence, Integrating Viewpoints
13	4/20	Turn in on Canvas: First draft of critical essay	Activity: meet with editing groups to review critical essay draft
13	4/22	Read: peers’ drafts of critical essay Turn in on Canvas: comments on peer’s essay drafts	Peer review, In-class revising
14	4/27	Turn in on Canvas: Final draft of critical essay with previous drafts and prewriting	Activity: Workshop to prepare Reflection Essay
14	4/29	Turn in on Canvas: plan for final reflection	Workshop to prepare Portfolio, Ethos/Pathos/Logos in your portfolio
15	5/4	Turn in on Canvas: first draft of final reflection	Peer Review Workshop
15	5/6	Turn in on Canvas: your almost-final Self-Reflection Essay and Portfolio	Peer Review Workshop of Self-Reflection Essay and Portfolio

16	5/11	Turn in on Canvas (in class): final Self-Reflection Essay and Portfolio	In-class: submit e-portfolio
Final Exam	To Be Announced	Due on Canvas: Editing Journal	

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